DOCUMENT RESUME

ED 131 685 FL 008 126

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TITLE Spanish as a Second Language. Beginning Conversation Spanish. Spanish for Beginners, Level 1.
INSTITUTION Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.
PUB DATE [76]
NOTE 28p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Audiovisual Aids; Audiovisual Instruction; Audiovisual Programs; *Conversational Language Courses; *Course Content; Curriculum Guides; Educational Objectives; Instructional Materials; Language Instruction; Language Programs; Language Teachers; Language Tests; Learning Activities; *Lesson Plans; Manuals; Secondary Education; *Second Language Learning; *Spanish; *Teaching Guides; Teaching Methods

ABSTRACT

This manual outlines a beginning course in Spanish based on audio-visual-lingual methodology. Each lesson plan states the objectives, the activities to be performed, the materials to be used, and the method to use in evaluating the student's mastery of the lesson. Some examples of lesson topics are: greeting each other using Spanish names; conversation using the days of the week and other related material; classroom objects; weather conditions; introduction and oral practice of the verb "estar"; places in Mexico, Spain, and republics of Central and South America; classroom command forms; and arithmetic in Spanish. The teacher makes use of films, filmstrips, tapes, flash cards, wall maps, pictures, classroom objects and books in implementing the language instruction. (CFM)

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SPANISH FOR BEGINNERS
LEVEL I

FL008126

BERKELEY DALY CITY OAKLAND RICHMOND

1414 Walnut Street Berkeley, Calif. 94709

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Berkeley Component

SPANISH AS A SECOND LANGUAGE (SSL)

BEGINNING CONVERSATION SPANISH

By

Jose Marín

Berkeley Unified School District

BEGINNING SPANISH

Students of Beginning Spanish will gain lexical and structural knowledge of Spanish, will demonstrate comprehension of spoken Spanish, will speak Spanish in response to audio or visual stimuli, will become aware of and respond appreciatively to Mexican culture and will strive to imitate and manipulate the sound of Spanish.

Other Objectives Are:

a) To motivate and involve students in learning Spanish.

b) To use the language being learned in a personalized situation.

c) To develop proficiency in the language through visual, listening, speaking, reading, and writing activities.

d) To use reading skills to reinforce and expand the student's oral proficiency.

e) To increase student participation and to establish a greater degree of understanding through the use of visuals.

Course Content:

Will include acquisition - structured elements stressed in Lesson One through Thirteen of text (La Familia Fernández -- Level One) plus supplementary of books related to the course of study.

Methods:

The teacher will use most highly developed audio -- visual -- lingual methodology, availing themselves of modern electronic equipment to reinforce learning through practice and repetition.

Evaluation Instruments:

Include teacher, departmental, publisher, and other district approval. These may take the form of repetition, rejoinder, question-answer, multiple choice, true-false, recognition-identification, and narration.

The following Spanish materials have been selected for Beginning, Intermediate, and Advanced Spanish for 7th and 8th grades.

I. Textbooks: (required for the course)

1) Senda #4 -- Lengua Nacional -- Educación Santillana

2) Fichas de Trabajo #4 -- Lengua Nacional -- Educación Santillana

3) Tecnología Educativa -- Lengua Nacional -- Educación Santillana

4) La Familia Fernández -- Students visually cued text. Reading and Writing Text. Films and Filmstrips will accompany these materials. Provided by the Berkeley Unified School District Language Program.

Supplementary Material:

a) Learning Spanish the Modern Way -- Book I --- Brenes, Adei, Smith, McKinney -- McGraw-Hill Book Co.

b) El Español Al Dia -- (Book I-II, Third Edition) --- Turk and Allen-- D.C. Heath & Co.

c) Entender y Hablar (Teacher's Edition) --- Holt, Rinehar, and Winston, Inc. -- California Spanish Language, Grades 1-8 -- Basic.

d) Dimension 59

e) Workbook in Spanish First Year -- By Robert J. Nassi

This is a beginning course in Spanish. Students should learn to read and write everything he can say. Variation of language patterns (in reading and writing) without prior oral exercises are not considered advisable nor are they requested of the students during the first few weeks of classes. At a later stage, his toal language ability should be increased by conversion of words and expressions learned in reading and practiced in writing to speech activation. But this objective is not consistent with the early stages of language.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

1. To have students get acquainted with each other.
2. To have students greet each other using Spanish names.

ACTIVITIES:

Each student will have a Spanish name (either proper, assigned by previous teacher, etc.). In case they don't have an assigned name, a list will be provided so they can choose one themselves. Oral practice of Spanish names. Introduction and oral practice of: ¿Cómo te llamas? Me llamo Juan. Students will ask each other his Spanish name. Each student will have a tag with his Spanish name.

MATERIALS:

None

EVALUATION:

Having students greet each other correctly with acceptable pronunciation.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) Ability to produce orally appropriate short answers to questions based on personalized conversation.

ACTIVITIES:

a) Introduce and explain: Buenos días -- ¿Cómo estás? -- Muy bien gracias, ¿y tú? -- Bien, gracias. -- ¿Dónde vives? -- Vivo en Berkeley. (Class -- group -- individualized practice) Students will have short conversation with each other in Spanish.

b) Short film of Mexican culture will be shown.

MATERIALS: (Specific Titles)

Cultural Film about Mexico

Note: Any cultural movies shown as part of this program will have an introduction and discussion following it (in English).

EVALUATION:

Sample Criteria Items:

Students should be able to ask and answer questions in Spanish with correct pronunciation and intonation.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

1) To familiarize students orally with the days of the week and other related material.

2) To have students understand, and respond correctly.

ACTIVITIES:

Oral Presentation of: los días de la semana -- (lunes, martes, miércoles, jueves, viernes, sábado, domingo)

Questions: ¿Qué día es hoy? ¿Qué día es mañana? ¿Qué día fue ayer? ¿Cuáles son los días de la semana?

Oral Practice: Teacher-class -- Class-teacher -- Group-group -- Individual-individual

Game: Guessing the day of the week.

MATERIALS: (Specific Titles)

Entender y Hablar, (Holt-Rinehart-& Winston, Inc.) pp. 12-13

EVALUATION:

Sample Criteria Items:

Oral production of the material using correct pronunication and intonation.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) To familiarize students orally with the months of the year.

b) To have students recall and produce orally with correct pronunciation the months of the year and other related material.

ACTIVITIES:

Oral production of the months of the year by the teacher. Students repeat -- group-class-individual practice. Teacher will give orally the first month -- students the second and on so forth . . .

A song entitled "San Fermín" in which the months of the year are produced will be played as a culminating activity.

Question ¿Cuáles son los meses del año? will be practiced orally.

Students will respond by naming the month of the year: Los meses del año son _____.

Game: Guessing the month of the year which someone else is thinking.

MATERIALS: (Specific Titles)

None

EVALUATION:

Sample Criteria Items:

Students will be able to recall and produce orally with good pronunciation and intonation the months of the year.

CONTENT AREA: BASIC SPANISH, BEGINNING SPANISH

OBJECTIVE:

a) Further familiarization of students through personalized questions--answer drills.

b) To have students produce orally with good pronunication and intonation personalized questions and answers.

ACTIVITIES:

Oral production of amigo — amiga -- él -- ella

Review: ¿Cómo te llamas?

Introduce: ¿Cómo se llama tú amigo? ¿Como se llama tú amiga? Como se llama él? ¿Cómo se llama ella?

Present and explain orally: ¿Dónde vives? ¿Dónde vive tu amigo? Donde vive tu amiga? ¿Dónde vive el? ¿Dónde vive ella?

Group-class-individual practice: Students will ask each other questions -- Students will also ask questions about someone else in the classroom. Retention and recall will be stressed.

MATERIALS: (Specific Titles)

Cultural matter

El Español al Día - Book I, p. 2

EVALUATION:

Sample Criteria Items:

Student respond orally to questions with acceptable pronunciation and intonation.

CONTENT AREA: BEGINNING SPANISH

OBJECTIVE:

(Introduction -- Dialogue I using Film #1)

a) Visual comprehension of the dialogue situation.

b) Listening comprehension of the dialogue language.

c) Establish facts and order of events.

d) Cultural exposure and understanding.

ACTIVITIES:

Show the film at least three times during the introduction of the lesson. The students will observe facts and order of events. I will discuss the film situation in English through questions and answers -- using the filmstrip and the tape recorder. I will reproduce the film situation in a slow-down version -- at this time I will help the students convey the meaning of each dialogue line. First nine lines will be practiced orally.

MATERIALS: (Specific Titles)

1) Text: La Familia Fernández - Level I, Author: John W. Oller

2) Movie projector

3) Filmstrip projector

4) Tape recorder

EVALUATION:

Sample Criteria Items:

1] Students should reproduce orally (dialogue lines 1-9) dialogue lines with correct pronunciation and intonation.

2] Should know the meaning in English of each line.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) To help the students retain, recall, and reproduce the language learned.

ACTIVITIES:

Repitition of the basic dialogue lines presented on film. Student listen only. This reinforces the visual-listening comprehension after the showing of the film. Later on the student is asked to repeat the dialogue line after the model is given. The dialogue line is repeated again in case the students make an error and the students repeat for added practice. (lines 10-18, Dialogue I)

MATERIALS: (Specific Titles)

Text: La Familia Fernández, Level 1 -- Author: John W. Oller

Movie Projector

Filmstrip projector

Tape recorder

EVALUATION:

Sample Criteria Items:

A question is asked and the students respond with correct pronunciation and intonation the known dialogue line which is the answer. (Lines 10-18, Dialogue I)

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) Present orally numbers one through twenty.

b) Review lines 1-9, Dialogue I (orally)

ACTIVITIES:

1) Oral repitition of the numbers -- students repeat

2) Numbers written on the board at random -- teacher points to the numbers -- class respond -- group respond -- individual students respond.

3) Flashcard with numbers -- group-class-individual respond.

4) Oral practice lines 1-9, Dialogue I -- question and answers.

5) Guessing game using numbers 1-20.

MATERIALS: (Specific Titles)

La Familia Fernández, Level I -- Author: John W. Oller

Filmstrip projector

Flashcards

tape recorder

EVALUATION:

Sample Criteria Items:

1) Students look at flashcards and say the numbers correctly considering pronunciation.

2) Students should be able to answer correctly with a known dialogue line.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) To familiarize students with objects and things in the classroom.

b) Review names and greetings.

ACTIVITIES:

a) I will point to objects in the classroom and, at the same time, I will pronounce the name -- the students will repeat after me. (Pizarra, bandera, reloj, tiza, mesa, silla, puerta, etc.)

b) I will point to object -- group and individuals will respond.

c) Individual students will point to the objects and name them.

d) Individual students will point to objects in the classroom and will ask other students to answer.

e) Cultural movie will be shown.

MATERIALS: (specific titles)

Objects in the classroom.

EVALUATION:

Sample Criteria Items:

1) Students responding with correct pronunciation and intonation naming the object pointed to.

2) Students shaking hands and greeting each other in Spanish.

CONTENT AREA: BASIC SPANISH

OBJECTIVE:

1) To teach students how to express weather conditions in Spanish.

2) Review days of the week, months of the year.

ACTIVITIES:

a) Introduce and practice orally in Spanish expressions related to weather conditions.

b) Question and answer drill -- showing to students pictures depicting different weather conditions.

c) Group and individual practice.

d) Question - answer drill about the days of the week -- months of the year.

e) Guessing game with the days of the week -- months of the year.

MATERIALS: (Specific Titles)

a) Pictures

b) Flashcards

c) Natural environment

EVALUATION:

Sample Criteria Items:

Question-answer drill about the weather showing pictures of different weather conditions and students responding with correct pronunciation and intonation.

CONTENT AREA: BEGINNING SPANISH

OBJECTIVE:

a) To introduce and practice orally numbers 21 through 40.

b) To review orally lines 10-18, Dialogue I

ACTIVITIES:

a) Numbers written on the board. Teacher reads numbers aloud -- class repeat (class-group-individual practice).

b) Flashcards with numbers (class-group-individual practice).

c) Repitition of the basic dialogue lines. Students repeat the dialogue line after the model is given. A question is asked and the students respond with the known dialogue line.

MATERIALS:

a) La Familia Fernández, Level I -- John W. Oller

b) tape recorder

c) Filmstrip projector

d) Tapes and films (La Familia Fernández - Level I)

EVALUATION:

Sample Criteria Items:

a) Flashcards with numbers at random -- students will respond with correct pronunciation and intonation.

b) Individual practice of dialogue lines -- question -- answer drills.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

1) Introduction and oral practice of the verb estar (present tense).

2) Introduction and oral practice of new vocabulary.

3) Introduction and oral practice of personal pronouns.

ACTIVITIES:

a) Oral practice of personal pronouns -- yo, tú, él, ella, usted, nosotros, nosotras, ellos, ellas, ustedes -- (Individual students will respresent different pronouns)

b) Oral practice -- present tense of estar.

c) Introduction and oral practice of: papá, mamá, hermano; hermana, tío, tía, primo, prima.

d) Question and answer drill -- Ex.: ¿Cómo esta tú papá?

MATERIALS: (Specific Titles)

a) pictures (showing different members of the family)

b) Individual students (personification of subject pronouns).

EVALUATION:

Sample Criteria Items:

Question-answer drills -- correct answer with acceptable pronunciation and intonation.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) Identification of the characters (Dialogue I)

b) Mastery of sí and no responses.

ACTIVITIES:

a) Use the filmstrip and point out the characters.

b) I will have students answer the questions orally.

c) Some students will answer the questions individually.

Ex: ¿Es Pepito? Sí, es Pepito.

¿Quién es? Es Enrique.

d) Spanish song -- "El Dos de Abril" record will be played -- students listen first -- then the class will learn to sing the song (four lines)

MATERIALS: (Specific Titles)

a) Filmstrip - (Dialogue I - La Familia Fernández, Level I)

b) Filmstrip projector

EVALUATION:

Sample Criteria Items:

Question-answer drills. Students will respond correctly with acceptable pronunciation and intonation.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) Reading for Information

b) Familiarize students with places in Mexico, Spain, and republics of Central and South America.

ACTIVITIES:

a) Different students will read parts in English of: "Aquí Tiene Usted Su Pasaporte." (Short story in English about traveling through Mexico and Spain). Discussion will follow each reading.

b) Maps of Spain and Mexico will help in the discussions.

c) Cities in Spain, Mexico, and South America will be located in the map.

d) Boundaries will be located and discussed.

MATERIALS:

El Español Al Día - Book I, pp. 1-10

Wall Maps: Mexico, Spain, South America

EVALUATION:

Question-answer drill related to the oral reading.

Students will locate places on the maps (cities, rivers, capitals, etc.)

CONTENT AREA: BEGINNING SPANISH

OBJECTIVES:

a) To familiarize students with some command forms in Spanish necessary in conducting Spanish classes.

ACTIVITIES:

a) Introduction and oral practice of command forms.

Examples: Sientese - Sientense -- Callese usted - Callete - Callense ustedes -- Abran su libro -- Cierren su libro -- Abra la ventana, etc., Tome su lápiz -- Tome su cuaderno, etc.

MATERIALS:

1) Objects in the classroom

2) Places in the classroom

EVALUATION:

Students will perform the right action when the command form is given.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE: (Dialogue I)

a) Test visual and listening comprehension.

b) Check recall of language out of dialogue sequence.

c) Establish comprehension of the language.

ACTIVITIES:

a) I will use cue sheet #1 and play tape.

b) I will have students write correct number of the picture for which line stands for.

c) I will give them the Spanish line -- the students will give an English equivalent and vice-versa. Checks for meaning should be used after students can say the Spanish line. This encourages them to think in Spanish).

MATERIALS: (Specific Titles)

a) La Familia Fernández, Level I -- John Oller (visually cued text)

b) La Familia Fernández, Level I -- John Oller -- Tape #1

c) Tape recorder

EVALUATION:

Sample Criteria Items:

Pronunciation -- Identification of pictures -- Translation of lines (orally) from English to Spanish and vice-versa.

CONTENT AREA: BASIC SPANISH

OBJECTIVE:

a) Introduce and explain present tense of tener.

b) To have studetns identify objects in the classroom.

c) To have students answer questions with tener.

ACTIVITIES:

a) Introduce, explain, pronounce present tense of tener.

b) Students will identify some objects with the help of the teacher.

c) Introduce and explain ¿Qué es esto? showing an object from the classroom or a picture. Students will answer accordingly -- ¿Quién tiene un libro?

MATERIALS: (specific titles)

Pictures -- Objects in the Classroom

EVALUATION:

Sample Criteria Items:

Having student repeat the present tense of tener (individual).

Answer correctly when asked: ¿Qué es esto?

Answer correctly when asked: ¿Quién tiene un libro?

CONTENT AREA: BASIC SPANISH

OBJECTIVE:

a) Combine Arithmetic with Spanish and have the students answer in Spanish basic arithmetics -- problems in addition, subtraction, multiplication, and division.

ACTIVITIES:

a) Introduce and explain words used in Arithmetics -- Suma, resta multiplicacion, división -- Explain the Spanish words used in the process — y, más, menos, mulitplicado por, dividida por.

b) Process will be explained in the board. Individual students will answer the process in Spanish.

MATERIALS: (Specific Titles)

a) Arithmetic problems written on the board.

b) Flashcards with math problems.

c) Objects in the classroom that can be added (pencils, etc.)

EVALUATION:

Sample Criteria Items:

Having students explain in Spanish the whole process when adding, subtracting, multiplying and dividing.

Example: 5 X 5 = 25 -- (orally, cinco por cinco son veinticinco)

CONTENT AREA: BASIC SPANISH

OBJECTIVE:

1) To introduce some letters of the Spanish alphabet as a pre-reading practice.
2) To have students read words having those letters
3) Dramatization of the language situation -- Dialogue I.
4) Communication between students -- Dialogue I

ACTIVITIES:

a) Introduce and explain a, b, c, ch, d, e, f, g, h, i, j, -- Oral practice -- students repeating after the teacher. Group, individual practice.
b) Oral practice with words having those sounds.
c) Dialogue I - I will use Cue Sheet #1 and I will have students play character parts. I will have students substitute their own names in the dialogue.
d) Cultural movie will be shown.

MATERIALS: (Specific Titles)

1) Flashcards
2) Student's visually cued text.

EVALUATION:

Sample Criteria Items:

a) Reading of words having basic sounds with correct pronunciation.
b) Recall, produce orally dialogue lines with acceptable pronunciation and intonation.

CONTENT AREA: BEGINNING SPANISH

OBJECTIVE:

a) To introduce the rest of the letters of the Spanish alphabet.

b) Practice of estar in questions.

c) Retention and recall of estar patterns.

ACTIVITIES:

a) Introduce, explain and practice orally -- k, l, ll, m, n, ñ, o, p, q, r, rr, s, t, u, v, w, x, y, z -- k has no use in Spanish except in words taken from other languages. w does not belong to the Spanish alphabet. (group and individual practice).

b) Oral practice with words having those sounds. (Group and individual)

c) I will practice subject substitution with estar. (oral)

d) I will practice verb substitution using estar. (oral)

MATERIALS: (Specific titles)

Flashcards (Spanish alphabet)

Flashcards (forms of estar)

EVALUATION:

Sample Criteria Items:

1) I will point to letters and words having those letters -- the students will respond correctly with acceptable pronunciation and intonation.

2) I will read sentences leaving out the subject and later the verb -- the students will substitute with the correct subject, later with the correct verb.

CONTENT AREA: BEGINNING SPANISH

OBJECTIVE:

1) To introduce the verb hablar, and point out countries where the Spanish language is spoken and other countries in which Spanish is not spoken.

ACTIVITIES:

a) Introduce, explain, and practice orally the present tense of hablar. Practice lengua and idioma.

b) Questions and answers drill: ¿Qué lenguas hablas? ¿Qué lengua hablan en Mexico? ¿En España? ¿En Portugal? ¿En los Estados Unidos? etc.

c) Using maps of different countries, I will point to any particular country and ask: ¿Que lengua hablan en España? etc.

MATERIALS: (Specific Titles)

a) Flashcards (present tense of verb hablar)

b) Different maps from South America, Central America, Spain, United States, etc.

EVALUATION:

Sample Criteria Items:

1) Check orally the present tense of hablar.

2) Point to different countries in the map and individual students indentifying the country and the language spoken there.

CONTENT AREA: SPANISH BEGINNING

OBJECTIVE:

a) Visual comprehension of the dialogue situation.

b) Listening comprehension of the dialogue language.

c) Review of Spanish Alphabet -- (a-m)

ACTIVITIES:

a) Show the film, Dialogue 2

b) Discuss cultural similiarities and contrasts observed. (in English)

c) Show the film for the second time, discuss facts and order of events (in English).

d) Show filmstrip and play the tape. Students listen. Play filmstrip again. The students repeat lines 1-10.

e) Review

MATERIALS: (Specific Titles)

a) La Familia Fernández, Level I -- Dialogue 1

b) La Familia Fernández - Filmstrip for Dialogue 2

c) Filmstrip projector

d) Movie projector

e) Flashcards - Spanish alphabet

EVALUATION:

Sample Criteria Items:

1) Students repeating dialogue lines with correct pronunciation and intonation.